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problems involved. It is startling to read that "51.3 per cent of our total boy and girl population from 14 to 21 years of age is in wage-earning occupations," and that "out of 3,569,347 boys and girls 14 and 15 years of age, 1,094,249 are wage-earners."

How incompletely the problem is realized by the public is indicated by the fact, cited by Mrs. Reed, that as recently as 1913 one of our greatest American cities "spent more than \$1,500,000 for high-school instruction for 13,039 boys and girls and nothing for the 13,742 between 14 and 16 who were eliminated from school and employed."

Besides presenting the magnitude of the problem, and sketching the history of a decade of effort to find a solution, the book presents a discussion of the function and methods of vocational guidance and placement. Though far from claiming that conclusions of scientific weight can now be presented, the author urges a scientific attitude and method in all the work. The major responsibility for educational functions of vocational guidance she would assign to the school system, while responsibility for placement should be taken by the employment system. As would be expected from Mrs. Reed's record in Seattle and from her connection with the Junior Division of the United States Employment Service, the whole discussion is immensely practical. Its freedom from the visionary or the sentimental may be evidenced, however, by citing her insistence that there must be no "mental reservations in the mind of the corps (of placement workers) as to the desirability of any line of work which is necessary for the welfare of society and is recognized as a legitimate occupation."

Footnotes give much bibliographical material, while references in the context to sources and workers in the field will be of great value to the student. Suggestions as to where desirable forms, plans, etc., can be secured are also frequent.

Newark arithmetic survey.—The second of a series of subject surveys in the Newark, New Jersey, schools is based on the results obtained by giving the Woody Arithmetic Scales, Series B, in Grades IV B to VIII A inclusive, and the Stone Reasoning Test in Grades V B to VIII A inclusive. The report¹ is an interesting example of the supervisory use of tests based on a rather full statistical treatment of the scores, for which the term "survey" is perhaps too comprehensive a title. Comparing the rank of the schools in the fundamentals and in the reasoning test, Assistant Superintendent Sexton finds that the correlation "is very close." His comparison of results in groups of schools of differing racial composition is an interesting feature of the report.

Agricultural instruction in secondary schools.—The effort to improve agriculture by means of instruction given as resident or extension work by American

¹ ELMER K. SEXTON, *Arithmetic Survey in the Public Schools of Newark, New Jersey*. Newark: Board of Education, 1919. Pp. 30.